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ABSTRACT

The primary purpose of the Pupil Appraisal Center (PAC) is to promote teacher education by providing teachers and students direct experience in resolving behavioral disorders and learning problems. PAC provides specialized teacher training in counseling, reading, hearing, speech, and language development and provides service to area schools for the identification and correction of severe learning problems. Considerable emphasis is placed on parent, teacher, and school cooperation on behalf of the individual child. This report outlines the origin, development, and procedures of PAC. A description of methods of training participants is provided and also a discussion on services offered to the school population. Appended are questionnaires used in the program and a report on services rendered as well as an evaluation of the program. (JD)

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ED170242

1979 Distinguished Achievement Awards Program

ENTRY SUBMITTED BY

North Texas State University
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ON BEHALF OF

The Pupil Appraisal Center

AND

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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November, 1978

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Pupil Appraisal Center
College of Education
North Texas State University

Description and Development

Origin and Development

Awareness that children are different is the cornerstone of good teaching and remedial efforts designed to overcome learning problems. The interdisciplinary approach to teacher education at the Pupil Appraisal Center (PAC), College of Education, North Texas State University, emphasizes this philosophy. PAC provides specialized teacher training in counseling, reading, hearing, speech and language development and provides service to area schools for the identification and correction of severe learning problems.

The major educational objective of PAC concerns training pre-service and in-service teachers to recognize that valid preventive teaching, reteaching, and remedial teaching procedures are dependent upon thorough observation and analysis of learning disabled pupils. Once an initial analysis has been completed, an individualized instructional therapy program is developed and initiated for the pupil. This specialized program is designed to facilitate the pupil's success in a regular classroom. The PAC staff works closely with public school specialists, teachers, administrators, and parents in bringing about a developmental instructional-counseling program for each pupil. The concept of highly trained specialists working together to train teachers and alleviate learning problems is carried out in this setting.

The Pupil Appraisal Center was cooperatively developed through the Denton School District and North Texas State University College of Education. It was designed to serve public and private schools in the greater north Texas area and was initially funded in 1967-1969 by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act of 1965.

The need for a center to supplement services already offered to school children was indicated by the results of a needs-assessment survey of school superintendents in six counties. An innovative interdisciplinary approach for training teachers and graduate students to help solve learning and emotional problems of school pupils was designated as a first-priority need for this area. School superintendents indicated it was unrealistic to expect every school within a system to provide its own means of advanced educational appraisal and corresponding educational programs. However, to expect every school to play a vital role in the identification and investigation of those pupils with unusual learning problems was considered quite realistic.

Each school system that initially cooperated with the Pupil Appraisal Center included in its general program:

1. Early identification of learning difficulties and school adjustment problems.
2. Referral of the problem to the Pupil Appraisal Center.
3. Contribution of an accurate description of the problem (case study).

4. Coordination of the school's developmental learning program with the remedial program of the Center.

5. Interpretation of the learning problem and its required adjustments for parents and other social agencies.

The Denton School District subcontracted with North Texas State University for the use of its faculty and facilities to create an interdisciplinary diagnostic and remedial program for pupils with behavioral disorders and learning problems. Primary responsibility for the development, implementation, and evaluation of the Center occurred among members of the faculty in the College of Education and the Speech Communication Disorders Clinic, NTSU.

When the Title III grant expired, the College of Education took over financial support of PAC because of the Center's value in interdisciplinary teacher training and, concomitantly, as a service component for area schools. The Pupil Appraisal Center continues to operate under funds from the College of Education, and in 1977 moved into a newly remodeled building with expanded facilities. PAC is currently continuing to enlarge interdisciplinary teacher education programs and community-based counseling instructional activities.

Procedures

Procedures at PAC stress interdisciplinary training for teachers, undergraduate and graduate students in assessing, diagnosing, remediating, and researching behavioral adjustment and learning problems (see Appendix A). This training

forms the basis for all diagnosis, instruction, and research activities at the Center.

Empirical data as well as subjective evidence from teachers, parents, graduate students, and the professional staff suggest the interdisciplinary approach to teacher training is the most efficient and effective way of understanding and coping with pupils' specific learning problems.

This interdisciplinary training model affords the College of Education, NTSU, a special program for developing competent teaching personnel in the areas of elementary, secondary, and adult education, while offering an unique service to the community. The primary purposes of the Pupil Appraisal Center are:

1. To provide a training and observation program for teachers and students in the College of Education which orients them to the team approach of prevention, assessment, remediation, and research in the fields of behavioral adjustment and learning problems.

2. To provide specialized counseling and instructional assistance to area schools for identification and remediation of specific problems related to reading, counseling, hearing, and speech and language difficulties. Teachers and college students learn how to function as part of a cooperative interdisciplinary team which makes them a valuable asset to any school or professional agency.

Referral. When a pupil's behavioral or learning problem is observed by either teacher or parent, that child may be referred to the Pupil Appraisal Center, NTSU. However, regardless of who makes the initial contact, both school and home are asked to complete a set of questionnaires before a child is accepted at PAC (see Appendix B). These forms furnish developmental histories, school behaviors, and parents'

and teachers' perceptions of a child's problem to aid the PAC staff in making an appraisal. This process also helps establish communication between the school and parents and between these parties and the Pupil Appraisal Center.

Both parents and schools are advised that a thorough evaluation will take place and may include recommended therapy in one or more of the PAC disciplines (counseling, reading, hearing, speech and language development). Usually therapy is voluntary; however, some referrals for therapy have been mandated by state agencies as contingencies for adoption or probation.

Some of the behavioral and performance characteristics that may be exhibited by pupils referred to PAC include:

1. Low reading ability--at least one year below grade level (grades 1-4); at least two years below grade level (grades 5-12).
2. Very poor scholastic performance in all areas.
3. Underachievers (higher ability than demonstrated in classroom performance).
4. Chronic disturbance to teachers or other students.
5. Withdrawn.
6. Very low self-esteem; poor self-confidence.

Evaluation. Each pupil referred to PAC attends three separate evaluation sessions. The individual undergoes assessment in counseling, reading, hearing, speech and language. These tests assess strengths and weaknesses of the pupil. The major concern of specialists in each field is to contribute information that can be related to findings of other specialists

and also provide information unique to a particular area. The diagnostic battery is selected for each individual according to age, grade placement, and background information.

Remediation. After separate evaluations are completed, the entire interdisciplinary team meets to analyze results and establish a view of the whole pupil. Specific teaching methods and alternatives directly relating to the individual's problem are developed for the school, parents, and PAC teaching-counseling staff.

Results of the interdisciplinary evaluation are thoroughly discussed with parents. Their questions are answered, and a specific remedial program is recommended. School personnel are informed of evaluation results through a conference held with the classroom teacher, counselor, and principal. At this time all accumulated information is exchanged, and proposed teaching strategies or individual counseling are discussed. Schools usually cooperate by providing released time for pupils to attend the individualized sessions in the Center.

Once an individual is scheduled for remediation, teachers and graduate students continue working to determine appropriate goals and programs that improve each pupil's behavior or skills. Various teaching and counseling strategies used in the Center are combined with a suggested program for the pupil's regular classroom teacher. The completed effort provides a personalized program of instruction.

Remediation may be short or long term, but continues until the pupil shows signs of being self-supportive or able to

function successfully in a regular classroom. Close contact with parents and school personnel is maintained throughout and after treatment at PAC.

Training. PAC offers a complete diagnostic-treatment training program for teachers and college students in the disciplines of counseling, reading, hearing, speech and language development, and affords an opportunity to directly apply classroom theory. They learn by doing and reflecting upon their experience.

Through referral, diagnosis, instructional therapy, and research, teachers and students develop more global knowledge than in traditional training programs. As a result of the interdisciplinary approach at PAC, each specialty is enhanced by the other disciplines. The integration of theory and application creates a synthesis of ideas and remediation techniques not commonly experienced in singular or isolated treatment centers.

At times entire university classes observe, question, and participate in PAC proceedings. Professors are encouraged to include their students in various laboratory experiences at the Center.

In addition, parents and schools profit from the PAC program. PAC personnel serve as consultants to both. Through wide range experiences in the Center, faculty and students are often able to provide some new manageable alternatives for old learning problems.

PAC is also a multipurpose center for parents. Besides their children receiving help with learning or behavioral problems, they may also take advantage of counseling and instructional services. Additionally, PAC is able to help those parents who feel the school is not succeeding with their child. In this way the Center serves to relieve some of the pressures that develop between parents and schools. Parents are also afforded an opportunity to participate in their child's improvement. Many have been involved in treatment activities, motivational exercises, and various workshops where they learn to deal effectively with their children's difficulties.

Research. The Pupil Appraisal Center maintains complete files on every child who is referred. Data is available in numerous areas and provides broad opportunities for research in behavioral adjustment and learning problems.

Doctoral dissertations and master's theses related to the problems, programs, and remedial procedures employed at PAC have been completed and are now in progress. Research projects supported by NTSU Faculty Grants and private agencies are also conducted at the Center. Findings of this research have been printed in several educational journals; several studies are forthcoming.

Planning Activities

Planning is an integral part of all PAC operations and is the primary responsibility of faculty specialists from the academic disciplines of counseling, reading, hearing, speech

and language development. These professionals are assigned as supervisors in the Center. They meet regularly to evaluate the total training program and determine teachers' or graduate students' as well as pupils' progress. They also make every effort to discuss any possible changes necessary for program improvement. Each faculty member is responsible for daily supervision of teachers and graduate students. They also attend weekly supervision meetings with these people where issues concerning pupils' problems, progress, or lack of progress are considered.

Overall development, implementation of new programs, and evaluation of PAC are the responsibilities of the Associate Dean of the College of Education, NTSU, in conjunction with the PAC faculty and cooperating departmental chairpersons. Meetings are scheduled twice a year among these people. The most recent in the Fall, 1978, resulted in a decision to expand the PAC program and include:

1. Projects for gifted and language different pupils.
2. More intense observation and laboratory experiences for undergraduate teacher education students.
3. A community adult basic reading and self-improvement program.
4. Reading enrichment programs for area nursing homes.
5. Study skills and desensitization programs for adults planning to return to formal academic learning.

These projects will be implemented in January and September of 1979 on a graduated basis and according to procedures which require additional staff and funding.

Program Calendar

August--PAC faculty and staff prepare evaluation and remediation schedules, make parent and school contacts, and develop remedial programs for pupils being continued in the program. Associate Dean, Department Chairpersons, and PAC Faculty evaluate the total program.

September through July--continuing assessment and remediation under individual supervision, weekly meetings of faculty and students to consider individual progress and problems, weekly interdisciplinary staff meetings to consider assessment findings, regular conferences with school personnel and parents.

Year round activities as outlined in the sections on Procedures (pp. 3-8) and Planning Activities (pp. 8-9).

Objectives and Goals

The primary purpose of the Pupil Appraisal Center is to promote teacher education by providing teachers and students direct experience in resolving behavioral disorders and learning problems. Specific goals and objectives are:

Teacher and Undergraduate or Graduate Student Education

The Pupil Appraisal Center provides, under the supervision of university staff, an internship and practicum program for teachers and students that enables them to work directly in meeting the needs of pupils with behavioral and learning deficits.

I. The Pupil Appraisal Center assists teachers through:

A. demonstration and discussion of diagnostic methods and materials by PAC staff members (live and video taped).

B. demonstration and discussion of remediation methods and materials by PAC staff members (live and video taped).

C. consultant services by PAC supervising staff members for school districts and private agencies.

D. joint research efforts in the areas of behavioral adjustment, learning problems, and related educational issues.

II. The Pupil Appraisal Center serves as a primary demonstration center for undergraduates:

A. to provide observation opportunities in diagnostic procedures.

B. to provide observation opportunities in therapy sessions.

C. to provide observation opportunities in interdisciplinary staffing.

D. to provide treatment experiences for directly related coursework.

III. The Pupil Appraisal Center serves as a training ground for graduate students:

A. to become thoroughly acquainted with a team approach for prevention and remediation of learning difficulties while understanding the role of each specialist in an interdisciplinary model.

B. to design and carry out appropriate developmental and therapeutic programs, based on available tests, background, and observational information.

C. to develop skills in administering, scoring, and interpreting diagnostic test data and making subsequent referrals.

D. to provide bases for advanced educational research.

Justification:

Effective teachers make provision for individual differences.

PAC affords specialized training for teachers and students in the prevention, identification, correction, and research of severe learning problems. These teachers and students receive professional supervision and are involved directly in referral, diagnosis, remediation, and research activities related to the pupils referred to the Center. These activities enhance the teacher education program and the College of Education, NTSU, by adding an unique component of direct interdisciplinary training toward understanding children's difficulties in learning and how these problems are identified and remediated.

Services to School Populations

The Pupil Appraisal Center provides adequate and effective assessment of learning difficulties through:

1. a competent central staff that works with pupils' difficulties in the areas of emotional adjustment, reading, hearing, speech and language development.
2. measuring and testing instruments to aid in the complete diagnostic process.
3. available files relating to every student treated in the Center.

The Pupil Appraisal Center provides effective means of correcting diagnosed learning difficulties by:

1. offering a specialized sequential counseling-instructional program and maintaining essential materials (commercial and non-commercial) to comfortably equip students and teachers in their work at PAC.
2. providing guidance and assistance to area schools in developing remedial and developmental programs and practices.
3. enabling local schools to furnish instructional programs that more clearly meet the needs of students,

and to coordinate these through teacher, parent, and administrator consultation.

4. conducting on-going research programs that investigate central issues in behavioral adjustment and learning.

Justification:

People differ in their abilities to learn and to acquire new skills and knowledge. The results of allowing learning disabled pupils to continue in the regular, and, for them, usually frustrating, classroom environment without intervention can lead to academic failure and severe behavioral disorders. The Pupil Appraisal Center serves as an unique adjunct to parents and schools by training teachers and students to successfully cope with children's learning disabilities.

Research and Development

The Pupil Appraisal Center provides faculty and students many opportunities to perform research and program development:

1. Hundreds of case studies are available throughout the files of pupils who have been treated at PAC.

2. Faculty grants through the College of Education, NTSU, and private agencies are available for teachers and students.

3. Professional supervision in research design and evaluation are available in the Center through the cooperating specialists.

4. Doctoral dissertations and master's theses are developed using the data bank available in the Pupil Appraisal Center.

Justification:

Because of the urgent need for investigation and program development in the field of learning disabilities, PAC provides

teachers, students, and faculty members opportunities for scholarly inquiry and research. Presently, files at PAC contain hundreds of case studies. Each pupil's folder includes data concerning birth, early growth and development, behavior at home, and school achievement. The results of diagnostic and remedial teaching or therapy efforts are also thoroughly documented. These facilities serve as a continuing laboratory for development of innovative programs and techniques to improve teaching and learning.

Parent Involvement and Education

The Pupil Appraisal Center promotes increased parent interest and understanding of learning and behavioral problems by:

1. conducting parent education workshops in counseling, reading, hearing, speech and language development.
2. preparing handbooks for educating parents to develop effective parent-child relationships and offering them some material and guidelines to establish home-based instructional procedures.
3. utilizing parents in volunteer services such as developing teaching materials, providing transportation, and tutoring in the Center.
4. consulting with professional supervising specialists at PAC concerning their children's problems.

Justification:

Providing direct assistance to parents helps develop a more positive and mutually satisfying parent-child relationship, and also helps parents understand the nature of their children's learning problems. These activities bring about development of new curricular aids for university teaching programs.

Staff Development

The Pupil Appraisal Center offers staff development opportunities to teachers, administrators, and college personnel involved in teaching or working with pupils with behavioral adjustment and learning problems by:

1. sponsoring seminars for developing skills and/or furthering acquisition of knowledge among local school personnel, undergraduate and graduate students, and faculty members in the areas of counseling, reading, hearing, speech and language development.

2. sponsoring summer workshops and/or institutes in the areas indicated in section 1.

3. sponsoring public school staff development programs related to diagnostic and remediation procedures for pupils with learning problems.

4. presenting the results of research programs carried out at PAC to local, regional, and national professional organizations.

Justification:

The rapid proliferation of new methodology and technology in education demonstrates a need and continuing responsibility of the university to provide developmental opportunities for teachers and graduate students. PAC provides a training ground to assure that every teacher and graduate student working in the Center can identify and assess individual strengths and weaknesses and design programs which give each child with behavioral disorders or learning disabilities the full benefit of his educational experiences.

Personnel Involved

The Pupil Appraisal Center is staffed with:

Director of PAC (who currently also serves as Counseling Specialist)
Supervising Specialist, Reading
Supervising Specialist, Counseling
Supervising Specialist, Speech, Language, Hearing

Each faculty member is assigned one-half FTE for work at the Center.

Each Supervising Specialist is assigned two Graduate Assistants who serve as administrative assistants in the evaluation and remediation phases of the program. Doctoral interns, practicum students, and other graduate students are assigned to work in the Center by the Director, the Supervising Specialist, and the student's Departmental Chairman. Undergraduate students are assigned observation time and experiential activities at the Center by the Director, the Supervising Specialist, and the course instructor.

The Center operates under the jurisdiction of the College of Education. The lines of responsibility are as follows:

Dean, College of Education
Associate Dean for Academic Affairs
Director of PAC
Department Chairpersons
Supervising Specialist, Reading
Supervising Specialist, Counseling
Supervising Specialist, Speech, Language, Hearing

External personnel who are involved with the program include cooperating teachers, counselors, and principals of the schools attended by pupils enrolled in the Pupil Appraisal Center. The list of schools served by the PAC staff are included in Appendix C.

Budget

The Pupil Appraisal Center is currently supported by the College of Education budget. The current funding level is:

Faculty Salaries (two 1/2 FTE)	$20,600
Secretarial Salary	7,000
Part time and seasonal help	16,000
Supplies	900
Space and Utilities	19,838
Travel	675

The Center's expenses are partially defrayed by fees set on a sliding scale paid by those who are served by the programs.

PAC is currently being proposed in the North Texas State University legislative bi-annual budget as a Special Item.

Contribution to the Improvement of Teacher Education

During the years 1971-78 since the program has been in full operation, the Center has provided specialized training for College of Education students (see Appendix D).

In addition to functioning as a supervised training ground for teachers and students in behavioral adjustment and learning disabilities, PAC has served as an observational laboratory for both undergraduate and graduate students from separate colleges within the university: (1) Psychology Department classes in Play Therapy, Tests and Measurements, Educational Psychology, School Psychology, Rehabilitation Psychology, and Community and State Agencies Serving the Deprived and Handicapped; (2) Department of Speech Communication and Drama classes in Language Problems in Children, and Practicum in Pathology and Audiology; and (3) College of Education classes in Role of Related Agencies Serving Young Children, Psychology of Excep-

tional Children, Methods and Techniques of Counseling, Play Media in Counseling, Introduction to Elementary School Guidance and Counseling, Diagnosis of Learning Disabilities in Elementary School Guidance and Counseling, Counseling Practicum, Child Development, Diagnostic and Remedial Reading, Advanced Developmental Reading, and Reading Practicum.

Evaluation Methods and Results

Are programs that offer diagnostic and remedial provisions like those in the Pupil Appraisal Center, NTSU, worth the effort and expense? No one who has participated in the successful analysis and remediation of a disturbed or learning disabled pupil or who has observed the impact of this restructuring upon the lives of pupils, parents, and teachers has the slightest doubt of their value.

Almost all behavioral adjustment and learning disability cases improve after receiving sequential diagnosis and corrective instruction at PAC. The following represent some of the ways the Pupil Appraisal Center has been evaluated:

Demonstrated Achievements

1. The significant number of school students who have been served by PAC (see Appendix D) points out the reception and use of the program by teachers and parents.

2. The number of graduate students (see Appendix D) who have been trained in the PAC program and the number of students who have had laboratory observation experiences indicate the training experiences the Center offers for the NTSU College of Education. The

Center serves as an expanded training and observation center and its facilities are utilized by various divisions within the University.

3. Many requests have been made to extend the services of PAC to include clients from other agencies, i.e., County Welfare Department and Family Service Agencies.

4. During the period the PAC comprehensive diagnostic and therapeutic programs for children with learning problems have been operational, materials have been developed, procedures established, programs broadened, results evaluated, and facilities expanded.

5. Parental response and interest have been overwhelming. Parents have assumed the responsibility for transporting children to the Center and participated in both assessment and remediation of their children.

6. The PAC staff has been able to demonstrate through pre and post evaluation and parent and teacher reports that the multidiscipline team approach to solving learning problems is effective.

7. Observable and recorded improvement in pupils enrolled at PAC has taken place. The changes have been noted by PAC specialists, teachers, administrators, parents, and other specialists in the area schools. The PAC staff has, however, attempted to document its efforts with basic research. One study to measure the effects of Remedial Reading Instruction and Counseling Therapy over time has been funded through a NTSU Faculty Research Grant and is currently under way at the Center.

8. PAC has provided opportunities for student and faculty research. Doctoral dissertations and master's theses related to programs and processes used at the Center have been completed and are now in progress. Research projects supported by NTSU Faculty Grants and private agencies also have been conducted at the Center.

9. The Center was selected as a model center of its type in the United States. The PAC program was selected to be presented at the Third National Convention of Innovative Educators in Boston. The Pupil Personnel Child Study Center of the New Orleans Public Schools selected the PAC program as the model for their program.

10. The PAC program has been documented through a PAC Monograph, a PAC Journal, and PAC Brochure. PAC Journals have been mailed to many interested parties.

Articles by faculty assigned to PAC have been or will be published in the Journal of Learning Disabilities, The Elementary School Journal, Academic Therapy, Texas Outlook, and newspapers in Dallas, Denton, and Fort Worth.

11. Community and educational services have been provided by both faculty members and graduate students from PAC through speeches, demonstrations, staff development programs, workshops, consultations, and the development of training programs (see Appendix C for list of schools).

12. A model for areas of research and evaluation has been developed (see Appendix E).

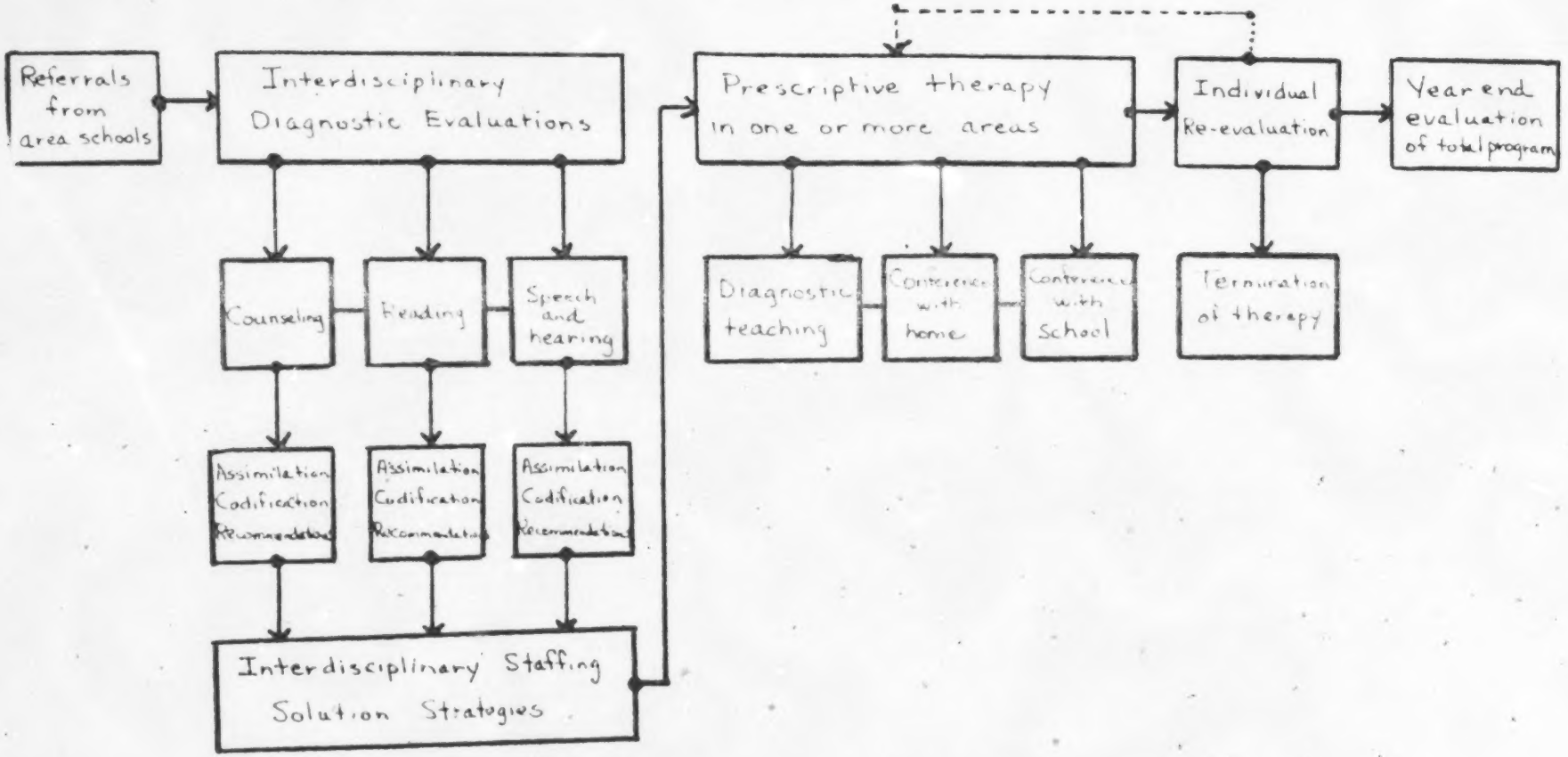
13. In addition to the above, evaluative processes statements from teachers and administrators who did graduate work at the Pupil Appraisal Center, NTSU, reveal positive attitudes concerning their training and experiences in an interdisciplinary diagnostic-remedial setting (see Appendix F).

APPENDIX A

Instructional Management System

Instructional Management System

Pupil Appraisal Center



APPENDIX B

Forms for Referral

Student Code Number
(For PAC use only)
:/ :/ :/ : (A1/3-5)

PUPIL APPRAISAL CENTER OF NORTH TEXAS

BACKGROUND INFORMATION

Dear Parent:

It is the desire of our staff to have the most complete picture possible of your child in order to better understand the problem. This questionnaire will help you give us the information we need to be of as much assistance as possible.

Please do not write in diagonally marked blocks. Fill in requested information on line above blocks.

Name of child _____ (A1/6-30)
:/ :/

Date of birth _____ (A1/31-36)
:/ :/ :/ :/ :/ :/ :/ :/ :/ :/ :/

Sex of child (Please check appropriate box)
: : 1. Male
: : 2. Female (A1/37)

Age _____ years _____ months (A1/38-41)
:/:/:/ :/:/:

Race or nationality (Please check appropriate box)
: : 1. White
: : 2. Negro
: : 3. Latin
: : 4. Other: Explain _____ (A1/42)

Present grade in school _____ (A1/43-44)
:/:/:

Name of school _____ (A1/45-47)
:/:/:

Father _____

Employed by _____ Job Title _____ : / : (A1/48)

Mother's occupation:
: : 1. Part time
: : 2. Full time
: : 3. Housewife (A1/49)

Employed by _____ Job Title _____ : / : (A1/50)

Home Address _____ Home Phone _____ _____
(A.C.)

City & Zip Code _____ Business Phone _____ _____
(A.C.)

With whom does child live? (Please check only one)

: :	1. Both natural parents	
: :	2. Adoptive parents	
: :	3. Welfare Foster home	
: :	4. Relatives	
: :	5. Only mother	
: :	6. Mother and stepfather	
: :	7. Only father	
: :	8. Father and stepmother	
: :	9. Other familial situation	(A1/51)

Parents' marital status (Please check appropriate box)

: :	1. Parents living together	
: :	2. Separated	
: :	3. Divorced	
: :	4. Father deceased	
: :	5. Mother deceased	
: :	6. Re-married	(A1/52)

If parents are separted or divorced, when? _____ (A1/53-54)
: / : / :

List by name the members of your family in the order of their age, beginning with the oldest parent.

Member	Age	Male or Female	Current Grade or Ed. Completed
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____
_____	___	_____	_____

: / :	F. Ed.	(A1/55)
: / :	M. Ed.	(A1/56)
: / : / :	No. of children in family	(A1/57-58)
: / : / :	Place of child	(A1/59-60)

Did child attend a pre-school?

: : 1. Yes
: : 2. No (A1/61)

If Yes, for how long? _____ At what age? _____

My child entered the first grade at age _____ (A1/62)
: / :

Was child adopted?

: : 1. Yes
: : 2. No (A1/63)

Has he been told he was adopted?

: : 1. Yes
: : 2. No (A1/64)

At what age was he adopted? _____ years _____ months
: / : (A1/65)

My child was born after _____ months' pregnancy
: / : / : (A1/66-67)

Was the (number) _____ pregnancy.
: / : / : (A1/68)

Was born in: (Please check appropriate box)

: : 1. Home
: : 2. Hospital
: : 3. Clinic (A1/69)

Child's weight at birth ____ lbs. ____ oz.
:/ :/ :/ : (A1/70-72)

During the pregnancy the mother's health was: (Please check appropriate box)

: : 1. Good
: : 2. Fair
: : 3. Poor (A1/73)

Were there any health problems or diseases during pregnancy?

: : 1. Yes
: : 2. No (A1/74)

If so describe: _____

The child was born after labor lasting _____ hours.
:/ :/ : (A1/75-76)

Condition of delivery: (Please check appropriate box)

: : 1. Fast
: : 2. Moderate
: : 3. Slow (A1/77)

Type of birth: (Please check appropriate box)

: : 1. Normal
: : 2. Breech
: : 3. Caesarian
: : 4. Instrument birth (forceps) (A1/78)

Did child have any problems at birth?

: : 1. Yes
: : 2. No (A1/79)

If Yes, describe: _____

My doctor suggested that I take special precuations or watch for:

_____

During my child's early years, he had problems with:

Eating
: : 1. Yes Describe _____
: : 2. No (A2/6)

Sleeping
: : 1. Yes Describe _____
: : 2. No (A2/7)

Toilet Training
: : 1. Yes Describe _____
: : 2. No (A2/8)

Crying
: : 1. Yes Describe _____
: : 2. No (A2/9)

General Health
: : 1. Yes Describe _____
: : 2. No (A2/10)

Diseases
: : 1. Yes Describe _____
: : 2. No (A2/11)

Serious Injuries
: : 1. Yes Describe _____
: : 2. No (A2/12)

Child has been hospitalized
: : 1. Yes Describe _____
: : 2. No (A2/13)

Age when hospitalized _____
: / : / :

Reason _____ (A2/14-15)

Child sees doctor: (Please check appropriate box)
: : 1. At regular intervals each year
: : 2. Irregularly, but at least once a year
: : 3. Seldom
: : 4. Never (A2/16)

How long since last seen by doctor? (Please check appropriate box)
: : 1. 3 months
: : 2. 6 months
: : 3. one year
: : 4. 18 months
: : 5. 2 years
: : 6. 3 years
: : 7. more than 3 years (A2/17)

Is child presently taking medicine?

: : 1. Yes
: : 2. No (A2/18)

Does child have a vision problem?

: : 1. Yes
: : 2. No (A2/19)

Often complains of eyes burning, hurting or aching?

: : 1. Yes
: : 2. No (A2/20)

Wears glasses?

: : 1. Yes
: : 2. No (A2/21)

Has a hearing problem?

: : 1. Yes
: : 2. No (A2/22)

Has a hearing aide? : : Yes : : No which he : : does : : does not wear.

Might benefit from a hearing aide according to doctor?

: : 1. Yes
: : 2. No (A2/23)

Has a speech problem?

: : 1. Yes Describe _____
: : 2. No (A2/24)

Child's physical development was: (Please check appropriate box)

: : 1. Normal
: : 2. Rapid
: : 3. Slow (A2/25)

Age in months when child crawled _____ (A2/26-27)
: / : / :

Walked alone at about _____ months
: / : / : (A2/28-29)

Began to talk at about _____ months
: / : / : (A2/30-31)

Began to feed self unassisted at about _____ months
: / : / : (A2/32-33)

Child has convulsions or spells now?

: : 1. Yes
: : 2. No (A2/34)

Had a neurological examination?

: : 1. Yes
: : 2. No (A2/35)

NEUROLOGICAL EXAMINER	Date	City and State	Findings-Medication

Has had a psychological or psychiatric examination?

: : 1. Yes
: : 2. No (A2/36)

PSYCHOLOGICAL OR PSYCHIATRIC EXAMINER (Indicate which) Date City and State

_____ _____ _____

Do any other members of immediate family have speech, hearing, vision, reading, or emotional problems?

: : 1. Yes
: : 2. No (A2/37)

Describe Problem: Relationship to Child

_____ _____

_____ _____

_____ _____

Has the child had tutoring or therapy for his problem?

: : 1. Yes
: : 2. No (A2/38)

By whom? _____ When? _____

For how long? _____

Have any of your other children been seen by this Center?

: : 1. Yes Name of child _____
: : 2. No (A2/39)

My child had the following illnesses: (Please indicate at what age)

____ 1. Mumps
____ 2. Polio
____ 3. Asthma
____ 4. Measles
____ 5. Ulcers
____ 6. Hay Fever
____ 7. Pneumonia
____ 8. Meningitis
____ 9. Chicken Pox
____ 10. Fainting
____ 11. Whooping Cough
____ 12. Tonsillitis
____ 13. Scarlet Fever
____ 14. Frequent headaches
____ 15. Frequent colds and/or sore throats
____ 16. Other: Describe _____

_____

FOR PAC USE ONLY

Referred by : / : (A2/40)

Referred for : / : (A2/41)
: / : (A2/42)
: / : (A2/43)
: / : (A2/44)
: / : (A2/45)
: / : (A2/46)
: / : (A2/47)

No. of schools attended
: / : (A2/48)

Grades repeated: : / : / : (A2/49-50)
: / : / : (A2/51-52)
: / : / : (A2/53-54)

Describe the problem your child is having (what do you think your child needs help with?)

_____

_____

_____

_____

_____

When did this problem begin?

_____

_____

_____

Other agencies which have seen your child (such as counseling, remedial reading, speech, or testing centers).

Name	Address	Date First Seen	Last Seen

Release of Information

I hereby authorize the Pupil Appraisal Center to administer their standard block of tests in the areas of counseling, reading, and speech. I also give permission for the release of diagnostic information to the school _____ attends.
(Name of Child)

Signed: _____

Relationship to Child: _____

Date: _____

PUPIL APPRAISAL CENTER OF NORTH TEXAS
Denton, Texas

Type or Print:

Telephone
(817) 788-2066

Mailing Address:

College of Education
NTSU
Denton, Texas 76203

SCHOOL ASSESSMENT AND REFERRAL FOR INDIVIDUAL STUDY

Date _____

Name of Pupil _____ Birth Date _____ _____ _____
Month Day Year

Father _____ Address _____
Street or Box

_____
City State Zip

Mother _____ Address _____
Street or Box

_____
City State Zip

Child Lives With _____ Telephone _____
Home (AC) (Number)

_____
Business (AC) (Number)

School _____ Address _____
Street or Box

_____
City State Zip

Telephone _____
(AC) (Number)

Counselor _____

Principal _____ Classroom Teacher _____

Referred by: Please give names of all personnel involved.

Teacher _____ Reading Clinic _____

Special Ed. _____ Nurse _____

Principal _____ Adm. _____

Counselor _____ Other (specify) _____

Referred for:

Hearing _____ Lack of Satisfactory Academic Progress _____ Behavior _____

Speech _____ Reading _____ Emotional _____

Other (specify) _____

Hearing Screening 250 500 1000 2000 4000 Date

db

Check frequency at which no response was made. Screening Level
Audiogram made? Yes _____ No _____ Comment _____

2. School Data

Teacher Estimate of Level Achievement (Grade Level)

Reading _____
Arithmetic _____
Spelling _____

Grades (Summary of Earned Grades)

Language Arts _____
Arithmetic _____
Social Studies _____

Grades Repeated _____

Describe Child's Problem: _____

Authorization and Signatures: (Referral must be discussed with parent).

Who discussed referral with parent? _____

Public School approval and request for appraisal at Pupil Appraisal Center, and agreement to expedite transportation to Center.

Referral form completed by: _____
Signed Date

School Administrator: _____
Signed Date

Pupil Appraisal Center approval for entry into Center:

Director of Center: _____
Signed Date

SCHOOL RECORD

School	Dates Attended	Grades	Days Absent	Grade Average	Behavior

Test Information:

Please record test scores (including all subtest scores) and other information on ALL tests that have been given to this student. (Attach second sheet if necessary).

Tests	Date Administered	Results

TEACHER OBSERVATIONS OF CHILD'S BEHAVIOR

_____ 19 _____

Child's Name: _____ Age: _____

School: _____ Grade _____

Teacher's Name _____

INSTRUCTIONS: Skip any you feel unable to judge. Check yes or no, or place a check at the point on the continuum that best describes the child, whichever is applicable.

If qualifying statements are required for clarification or substantiation, place the number and its respective comment in the space provided after each division.

I. ACADEMIC AND RELATED AREAS

1. Enjoys school Yes _____ No _____

2. Willing to try things that may be hard for him to do Yes _____ No _____

3. Curious, interested, willing to explore Yes _____ No _____

4. Gives up easily, falters at difficulty Yes _____ No _____

a. If a child gives up, under what circumstances does it occur?

_____

b. What is done about it? _____

5. Can express his ideas adequately for age

V. Low | Low | Avg. | High | V. High

6. Capable of sustained attention and interest for age

V. Low | Low | Avg. | High | V. High

7. Accomplishes things, gets things done

V. Low | Low | Avg. | High | V. High

8. Does this child stand out (positively or negatively) in your group? Yes _____ No _____

If yes, in what way? _____

_____

9. Works independently, carries out assignments without supervision.

V. Low | Low | Avg. | High | V. High

a. If sometimes, what types of assignments can he carry out?

_____

b. What type can he not carry out?

_____

10. In what subject areas does the child do

a. Above average work? _____

_____

b. Average? _____

_____

c. Below average? _____

_____

11. Flexible, handles new situations well, likes changes

V. Low | Low | Avg. | High | V. High

** Elaborations and/or comments on ACADEMIC AND RELATED AREAS:

_____

_____

II. RELATION TO OTHERS (SOCIAL)

1. Blames others or things for his troubles or his failure Yes _____ No _____

2. Submissive and unassertive; others can walk all over him Yes _____ No _____

a. If so, under what circumstances? _____

_____

3. Patient, can wait his turn, delay gratification Yes _____ No _____

4. Shows concern for others, sympathetic Yes _____ No _____

7. Assumes group leadership for a given activity

V.Low Low Avg. High V.High

8. Makes friends quickly and easily Yes _____ No _____

9. Competitive, has a keen sense of rivalry Yes _____ No _____

10. Enthusiastic; easily excited to active, energetic participation

V.Low Low Avg. High V.High

a. What will especially "turn him on"? _____

_____

11. How will he respond when criticized, blamed, or in some way assaulted?

_____

_____

**Elaborations and/or comments on RELATION TO OTHERS: _____

_____

III. PERSONAL

1. Responds positively to humorous situations Yes _____ No _____

2. Sensitive, feelings easily hurt Yes _____ No _____

3. Depressed, unhappy, glum Yes _____ No _____

4. Separate fantasy and reality Yes _____ No _____

5. Recovers after emotional upset; does not remain silent, sulky, irritable Yes _____ No _____

a. If he doesn't recover what does he do? _____

_____

6. Complains of headaches, stomach aches, or other minor ailments Yes _____ No _____

7. Appears anxious, displays nervous type habits Yes _____ No _____

a. What signs do you observe? _____

_____

8. Accepts help when it is realiistically needed — Yes _____ No _____

9. If boy, acts masculine, if girl, feminine (according to ordinary standards)

V.Low | Low | Avg | High | V.High

10. Behavior is within bounds of ordinary social stands (honesty, truthfulness)

V.Low | Low | Avg | High | V.High

11. Exhibits inappropriate types of behavior or feelings

V.Low | Low | Avg | High | V.High

**Elaborations and/or comments on PERSONAL AREA: _____

_____

_____

IV. TEACHER (YOURSELF)

1. What are some of the behaviors specifically that this child engages in that are annoying to you or to the class?

a. _____

b. _____

c. _____

2. What happens when the child does these annoying things?

_____

_____

Then what happens (Child's reaction; class's reaction)?

_____

_____

APPENDIX C

Schools Served

Schools Served by PAC

Denton Teachers, Specialists, and Administrators
Denton County Teachers, Specialists, and Administrators
Lewisville Teachers, Specialists, and Administrators
Sanger Teachers, Specialists, and Administrators
Northwest Teachers, Specialists, and Administrators
Krum Teachers, Specialists, and Administrators
Pilot Point Teachers, Specialists, and Administrators
Ponder Teachers, Specialists, and Administrators
Lake Dallas Teachers, Specialists, and Administrators
Argyle Teachers, Specialists, and Administrators
Aubrey Teachers, Specialists, and Administrators
Selwyn Teachers, Specialists, and Administrators
Hurst-Euless-Bedford Teachers and Counselors
Region X Education Service Center
Region XI Education Service Center
Denton Lions Club
District X Administrators' Meeting
District XI Administrators' Meeting
Sam Houston P.T.A. (Denton)
University Drive Kiwanis Club (Denton)
Sigma Alpha Eta Speech Fraternity (NTSU Chapter)
Denton Mothers of Twins
Texas Education Service Center Planning Council
Jefferson Davis P.T.A. (Denton)
Dallas Classroom Teachers Association
Dallas Counselors Association
San Antonio Plan A Personnel
Arlington Elementary, Secondary, and Special Education Counselors
Holy Family of Nazareth (Irving) Teachers and Administrators
Contemporary Life Division, Shakespeare Club (Denton)
The Hockaday School Faculty (Dallas)
Mineral Wells Plan A Personnel
Arlington Plan A Program Personnel
Johns Elementary School P.T.A. (Arlington)
Irving Counselors
Denton Kiwanis Club
Mid-Cities Family Education Association
Plano Parent Involvement in Early Childhood Program
Arlington Parent Involvement in Early Childhood Program
Denton Association for Children with Learning Disabilities
Laredo Counselors
Texas Teachers of Coordinated Vocational-Academic Education
Region VIII Education Service Center
Texas International Reading Association
Piney Woods Personnel and Guidance Association
Family Services of Texas, Inc. (McKinney)
Acker Teachers, Specialists, and Administrators
Allen Teachers, Specialists, and Administrators

McKinney Teachers, Specialists, and Administrators
Gainesville Teachers, Specialists, and Administrators
Carrollton Teachers, Specialists, and Administrators
Decatur Teachers, Specialists, and Administrators
Era Teachers, Specialists, and Administrators
Keller Teachers, Specialists, and Administrators
Jacksboro Teachers, Specialists, and Administrators
Justin Teachers, Specialists, and Administrators
Little Elm Teachers, Specialists, and Administrators
Rhome Teachers, Specialists, and Administrators
Roanoke Teachers, Specialists, and Administrators
St. Mary's School (Gainesville) Teachers
Bridgeport Teachers, Specialists, and Administrators

APPENDIX D

Number of University Students and School Pupils Served

Students Served at PAC

The approximate number of students who have been served by the facilities at PAC since 1971 are:

1971-1972

Graduate Training

	Speech-Hearing	Reading	Counseling
Grad. Students	24	27	37
Grand Total		88	

Case Load

Evaluation:

	Number of Pupils Yearly	Contact Hours Yearly
Speech	56	224
Reading	58	348
Counseling	52	416
Grand Total	166	988

Remediation:

	Number of Pupils		Contact Hours	
	Weekly	Yearly	Weekly	Yearly
Speech	11	22	11	330
Reading	23	65	40	1200
Counseling	40	85	40	1200
Total	74	172	91	2730
Grand Total	246		2821	

1972-1973

Graduate Training

	Speech-Hearing	Reading	Counseling
Grad. Students	29	12	39
Grand Total		80	

Case Load

Evaluation:

	Number of Pupils Fall	Number of Pupils Spring	Contact Hours Fall	Contact Hours Spring
Speech	22	23	88	92
Reading	17	11	102	66
Counseling	35	26	280	208
Total	74	60	470	366
Grand Total	134		836	

Remediation:

	Number of Pupils Fall	Number of Pupils Spring	Contact Hours Fall	Contact Hours Spring
Speech	11	12	308	268
Reading	18	17	288	272
Counseling	38	47	377	524
Total	67	76	973	1064
Grand Total	143		2037	

1973-1974

Graduate Training

	Speech-Hearing	Reading	Counseling
Grad. Students	30	25	36
Grand Total	91		

Case Load

Evaluation:

	Number of Pupils Fall	Number of Pupils Spring	Contact Hours Fall	Contact Hours Spring
Speech	23	25	131	137
Reading	20	22	110	121
Counseling	27	38	202	285
Total	70	85	443	543
Grand Total	155		986	

Remediation:

	Number of Pupils Fall	Number of Pupils Spring	Number of Pupils Summer	Contact Hours Fall	Contact Hours Spring	Contact Hours Summer
Speech	13	13	9	364	364	216
Reading	22	24	21	330	360	384
Counseling	35	45	22	525	675	220
Total	70	82	52	1219	1399	820
Grand Total	204			3438		

1974-1975

Graduate Training

	Speech-Hearing	Reading	Counseling
Grad. Students	30	42	46
Grand Total		118	

Case Load

Evaluation:

	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	16	20	3	80	100	15
Reading	16	20	3	135	173	15
Counseling	17	24	3	145	254	23
Total	49	64	9	360	527	53
Grand Total		122			940	

Remediation:

	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	12	14	8	336	392	224
Reading	20	22	30	370	400	230
Counseling	26	29	19	414	458	191
Total	58	65	57	1120	1250	645
Grand Total		180			3015	

1975-1976

Graduate Training

	Speech-Hearing	Reading	Counseling
Grad. Students	24	44	38
Grand Total		106	

Case Load

Evaluation:

	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	19	22	2	114	132	8
Reading	19	23	2	152	184	10
Counseling	19	22	3	154	176	16
Total	57	67	7	420	492	34
Grand Total		131			946	

Remediation:

	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	12	11	7	290	308	112
Reading	17	17	18	194	202	170
Counseling	33	53	20	280	385	133
Total	62	81	45	764	895	415
Grand Total	188			2074		

1976-1977

Graduate Training

	Speech-Hearing	Reading	Counseling
Grad. Students	29	65	26
Grand Total	120		

Case Load

Evaluation:

	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	18	23	1	108	138	6
Reading	18	33	1	144	222	55
Counseling	19	25	1	156	225	12
Total	55	81	3	408	585	73
Grand Total	139			1066		

Remediation:

	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	21	15	10	504	360	160
Reading	29	30	45	364	469	438
Counseling	59	67	59	524	550	384
Total	109	112	114	1392	1379	982
Grand Total	335			3753		

1977-1978

Graduate Training

	Speech-Hearing	Reading	Counseling
Grad. Students	48	93	116
Grand Total	257		

Case Load

Evaluation:

	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	16	22	2	96	44	4
Reading	17	30	6	136	240	30
Counseling	21	24	5	168	192	25
Total	54	76	13	400	476	59
Grand Total	143			935		

Remediation:

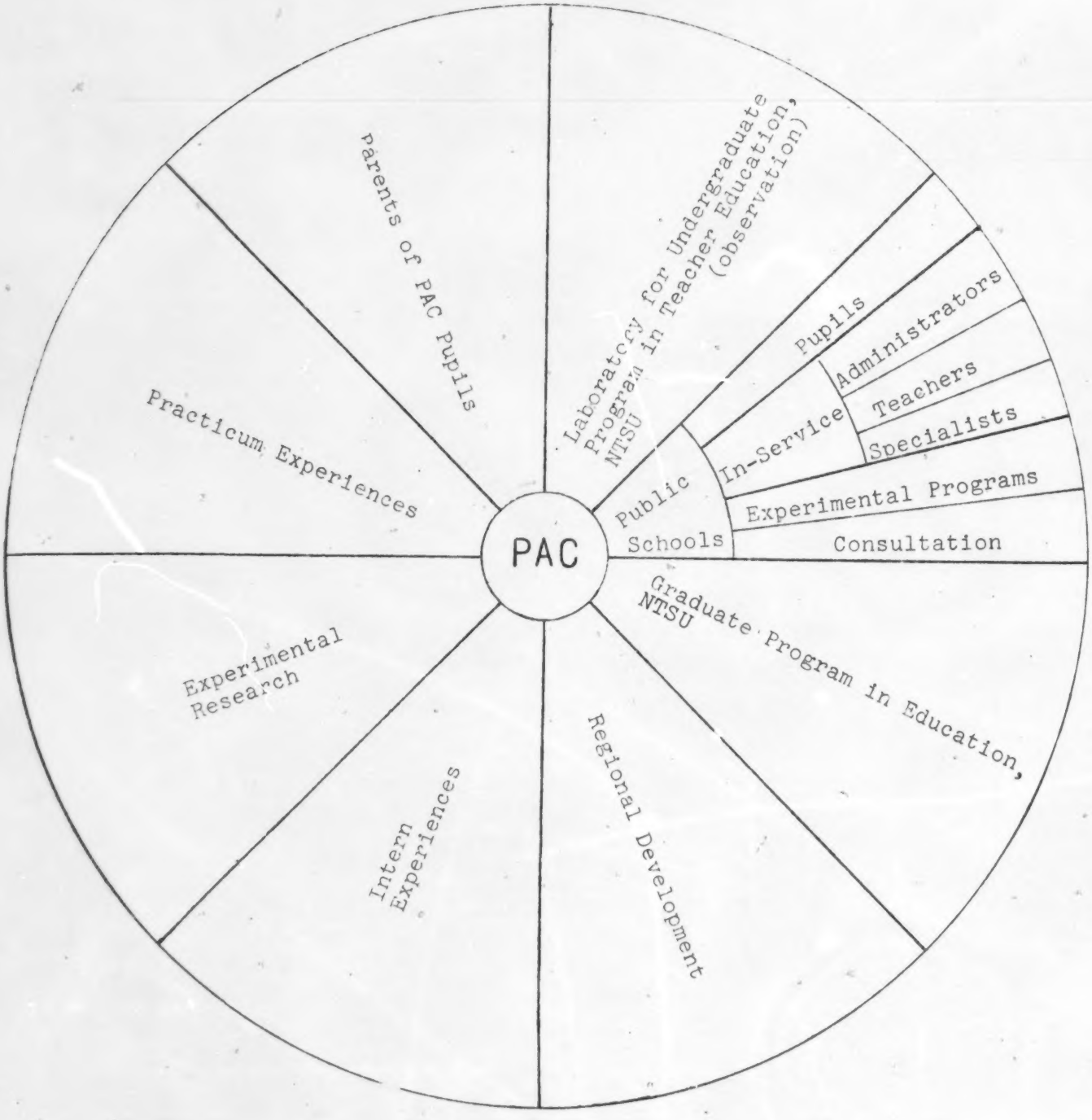
	Number of Pupils			Contact Hours		
	Fall	Spring	Summer	Fall	Spring	Summer
Speech	20	5	6	480	25	20
Reading	18	38	59	406	855	826
Counseling	95	109	80	863	912	428
Total	133	152	145	1749	1792	1274
Grand Total	430			4815		

Remediation continues during the summer sessions, but evaluations, except in emergency situations, are discontinued during the summer.

APPENDIX E

Model for Areas of Research and Evaluation

Model for Areas of Research and Evaluation



APPENDIX F

Evaluation Results

TO: Former Interns and Graduate Assistants at the Pupil Appraisal Center (PAC)

FROM: Bobbie Wilborn, Director

To aid us in an effort to update the teaching aspect of PAC, please respond to the following questions and send this form back to us in the enclosed envelope by return mail. We need your help.

1. Did your learning experience at PAC contribute to your perspective of the specialized field in which you majored? yes If so, how? If not, what could be added to the program?

   My field was counseling and 95% of my time at PAC was spent counseling with students of all ages who were trying to cope with all kinds of problems. The fact that the sessions were critiqued by fine counselor educators as well as experienced counseling peers added to the effectiveness of the experience.

2. Were any specific learning experiences that you gained at PAC beneficial to you in gaining employment? indirectly If so, what? If not, what experiences would have been helpful?

   I was on leave of absence at the time so I was not searching for employment. The PAC experience broadened my educational and personal growth background and has been helpful and valued.

3. What was the major difference between your training in the PAC interdisciplinary setting and that of your colleagues whose training was in a more traditional setting?

It is easier for me to view and develop educational experiences in holistic terms. I have a great need to help students synthesize their learning activities. This is easier for me to accomplish having had interdisciplinary experiences.

4. Does the experience you received at PAC influence your present professional functioning? yes If so, how? If not, what experience would have been beneficial?

Same as #3, plus we have many inner city students with varying degrees of success in their backgrounds, plus problems of all kinds with which they have had to learn to cope. The PAC experience has helped me in planning and implementing varied educational experiences.

NAME Ruby H. Herd, Ph.D., President
ADDRESS El Centro College, Main & Lamar
Dallas, TX 75202

TO: Former Interns and Graduate Assistants at the Pupil Appraisal Center (PAC)

FROM: Bobbie Wilborn, Director

To aid us in an effort to update the teaching aspect of PAC, please respond to the following questions and send this form back to us in the enclosed envelope by return mail. We need your help.

1. Did your learning experience at PAC contribute to your perspective of the specialized field in which you majored? yes If so, how? If not, what could be added to the program?

Yes, by providing "hand-on" experience with clinical counseling problems, methods of treatment and planning, and population, under supervision of experienced, qualified counselors/instructors.

2. Were any specific learning experiences that you gained at PAC beneficial to you in gaining employment? _____ If so, what? If not, what experiences would have been helpful?

In a general way, yes--in providing actual counseling experience. However, I sought employment in Rehabilitation (teaching), so the PAC experience was only tangentially related. I think the PAC experience is invaluable to persons who seek employment in school, clinical, family counseling areas.

3. What was the major difference between your training in the PAC interdisciplinary setting and that of your colleagues whose training was in a more traditional setting?

The experience provided a more realistic and broadening training base than a "traditional" setting might. Most schools and community agencies where human services are provided now utilize an interdisciplinary approach to the resolution of client problems. Functioning as an effective, cooperative member of a treatment team requires training and experience in itself and the PAC setting provides the opportunity for such training. Perhaps the training could have been more explicit in its focus on the special skills required of a counselor to function well with professionals from other disciplines, including applications of group dynamics concepts to the functioning of inter-professional treatment groups and some basic introduction/background on the conceptual framework and techniques held by the other discipline.

4. Does the experience you received at PAC influence your present professional functioning? yes If so, how? If not, what experience would have been beneficial?

Definitely! The interdisciplinary approach is crucial in Rehabilitation; so my PAC experience was invaluable in preparing me for this mode of diagnosing, planning and resolving client problems. The supervised experience of taking a client from testing through counseling contributed to my present skills. Of course, more supervision and feedback would have been nice, but this was not possible given the intern-supervisor ratio at the time. See question 3 for other suggestion.

NAME Eugenia Bodenhamer, Ph.D.
ADDRESS 2002 Golf Ct.
Denton, TX 76201

TO: Former Interns and Graduate Assistants at the Pupil Appraisal Center (PAC)

FROM: Bobbie Wilborn, Director

To aid us in an effort to update the teaching aspect of PAC, please respond to the following questions and send this form back to us in the enclosed envelope by return mail. We need your help.

1. Did your learning experience at PAC contribute to your perspective of the specialized field in which you majored? yes If so, how? If not, what could be added to the program?

PAC experiences exemplified the relationships that exist between reading, speech, language and the role of counselors (intellectual/emotional/psychological areas).

The interdisciplinary approach PAC utilizes increased the level of "professionalism" I now feel toward the role of a reading specialist.

2. Were any specific learning experiences that you gained at PAC beneficial to you in gaining employment? yes If so, what? If not, what experiences would have been helpful?

1. Teaching reading to university students (pilot program with counseling).
2. Conducting/Assisting/Advising the graduate practicum students during their work with PAC students.
3. Conducting "feedback" conferences with PAC students' parents and teachers.
4. Interaction with personnel during staffing sessions.
5. Assisting practicum students with their PAC assignment responsibilities.

3. What was the major difference between your training in the PAC interdisciplinary setting and that of your colleagues whose training was in a more traditional setting?

It is impossible to be an excellent reading specialist/diagnostician without information about or from the adjoining disciplines. The interaction/experience gained through "PAC-type" training is AT LEAST equivalent to an additional semester of study in the adjoining disciplines.

Practically speaking, however, "PAC-type" training will place a reading specialist "one step above" other applicants at job-hunting time.

4. Does the experience you received at PAC influence your present professional functioning? yes If so, how? If not, what experience would have been beneficial?

1. Interaction with university faculty provided me with a model for college-level faculty "behavior" and professionalism.
2. Interaction with the counselor-educators GREATLY improved my abilities to communicate/explain/LISTEN/direct/understand/supervise/ETC.!

GENERAL EXAMPLE: As I began to develop professional friendships with the new faculty at Cedar Valley College, I realized that I had acquired an improved facility for interacting with: 1. Our counselors; 2. Our director of counseling/student services; 3. Our testing center coordinator; 4. Our speech teachers; 5. Our administrators. I had acquired, to some degree, the 'special language' and understanding of these persons (and their subject areas)!

NAME Joe Cortina
ADDRESS Cedar Valley College
~~3030 N. Dallas Ave.~~
Lancaster, TX 75134

TO: Former Interns and Graduate Assistants at the Pupil Appraisal Center (PAC)

FROM: Bobbie Wilborn, Director

To aid us in an effort to update the teaching aspect of PAC, please respond to the following questions and send this form back to us in the enclosed envelope by return mail. We need your help.

1. Did your learning experience at PAC contribute to your perspective of the specialized field in which you majored? yes If so, how? If not, what could be added to the program?

Yes. PAC gave me the opportunity to dive into family therapy, get constructive criticism, and focus my interests in social learning theory as it applies to 'fathering' behavior with young children. PAC is also an excellent place to hone one's psychodiagnostic skills and act upon them to help children cope with a wide variety of personal and systems problems. PAC is especially useful to interns in the way it models appropriate staff relationships and fosters professional support groups. (The latter is unquestionably related to the personal investment of the Director.)

2. Were any specific learning experiences that you gained at PAC beneficial to you in gaining employment? yes, absolutely If so, what? If not, what experiences would have been helpful?

Yes, absolutely. I teach upper level and graduate courses in psychology at L.S.U.-S. My area of concern is Child Clinical with particular undergraduate emphasis in the areas of emotional disturbance, counseling exceptional children, learning disabilities, mental retardation, and educational psychology; at the graduate level, counseling theory, methods, and techniques are my responsibilities.

Needless to say, my exposure to children and families at PAC as an intern provided me with the clinical experiences necessary to bring theory to life, and private practice to success.

3. What was the major difference between your training in the PAC interdisciplinary setting and that of your colleagues whose training was in a more traditional setting?

I have noticed glaring limitations in the training of some of my colleagues, especially in the areas of sex therapy and developmental approaches to group counseling. Knowledge of family of origin research is virtually unknown to many of them.

On the other hand, some of them have a much better grasp of psychophysiology than I do; and what I have learned about psychopharmacology, I have learned on my own. How that knowledge relates to what my peers do out of the classroom is quite unclear.

4. Does the experience you received at PAC influence your present professional functioning? yes If so, how? If not, what experience would have been beneficial?

Obviously yes. There is a very direct relationship between my experiences at PAC and my academic responsibilities and my clinical responsibilities as a private practitioner. In a word, I teach about exceptional children and their families while I work with them in private practice.

NAME Joseph F. Carlisle, Ph.D.
Dept. of Psychology
L.S.U.-Shreveport
ADDRESS 8515 Youree Drive
Shreveport, LA 71105

TO: Former Interns and Graduate Assistants at the Pupil Appraisal Center (PAC)

FROM: Bobbie Wilborn, Director

To aid us in an effort to update the teaching aspect of PAC, please respond to the following questions and send this form back to us in the enclosed envelope by return mail. We need your help.

1. Did your learning experience at PAC contribute to your perspective of the specialized field in which you majored? yes If so, how? If not, what could be added to the program?

The PAC experience contributed to my field in that it (1) provided an opportunity to work with children, (2) provided an opportunity to work with parents, (3) provided an opportunity to explore educational as well as psychological areas of counseling, and (4) fully utilized the concept of interdisciplinary staffing.

2. Were any specific learning experiences that you gained at PAC beneficial to you in gaining employment? _____ If so, what? If not, what experiences would have been helpful?

I was employed, and am presently in the same position, during my PAC experience. The experience in PAC reinforced some of the things I was doing on the job.

3. What was the major difference between your training in the PAC interdisciplinary setting and that of your colleagues whose training was in a more traditional setting?

The most obvious difference was in the multilevel of work; the young and old, educational to psychological. The experiences, in my opinion, were more related to reality than the experiences of those whom I have seen experience the traditional type training.

4. Does the experience you received at PAC influence your present professional functioning? yes If so, how? If not, what experience would have been beneficial?

The interdisciplinary staffing enhanced my professional functioning. That particular experience really helped in the area of consulting, which is one important aspect of my present position.

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TO: Former Interns and Graduate Assistants at the Pupil Appraisal Center (PAC)

FROM: Bobbie Wilborn, Director

To aid us in an effort to update the teaching aspect of PAC, please respond to the following questions and send this form back to us in the enclosed envelope by return mail. We need your help.

1. Did your learning experience at PAC contribute to your perspective of the specialized field in which you majored? yes If so, how? If not, what could be added to the program?

Yes, it provided the only real opportunity to formulate and try out my own ideas of counseling. I am distinguishing "real" from the much more artificial classroom experiences.

2. Were any specific learning experiences that you gained at PAC beneficial to you in gaining employment? yes If so, what? If not, what experiences would have been helpful?

The emphasis on dealing with families was helpful in gaining the initial employment.

3. What was the major difference between your training in the PAC interdisciplinary setting and that of your colleagues whose training was in a more traditional setting?

They missed the added and broad experience with learning disabilities which they all agree would have been valuable experience.

4. Does the experience you received at PAC influence your present professional functioning? yes If so, how? If not, what experience would have been beneficial?

Yes--definitely. I am presently integrating the evaluation and diagnosis of specific learning disabilities into the treatment of particular individual sociopaths (i.e., rapists and child molesters) who have been especially difficult to treat. This is beginning to look promising. I am also attempting to begin part-time private practice in family counseling and the evaluation of learning disabilities.

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